STOCKHOLM SCHOOL OF ECONOMICS
Bachelor Thesis in Business and Economics

Fitting In

A qualitative study about how social identity affects the extent to which Swedish students feel inclusiveness at university

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Abstract

At a point in time when diversity management is trending, organizations across the globe are trying to recruit more diverse people. However, in order to truly be able to take advantage of diverse recruits, the academic debate emphasizes that organizations must also focus on making these new recruits feel included. This dissertation zooms in on how social identity affects inclusiveness. The thesis contributes to the academic discussion by including stereotypes as a factor that hinders different social identities from feeling inclusiveness in an organization. Through an abductive research strategy, in-depth interviews are conducted with ten students at the Stockholm School of Economics. The findings imply that low and middle-income students, Afro-Swedes, older people, and hipsters feel a decreased sense of inclusion at the Stockholm School of Economics, because their norms and values clash with those of the stereotypical student. However, the thesis also finds that these social identities start to feel more included with time. The thesis is relevant for organization studies and practitioners alike, since it shows that actions and mission statements are not enough in order to create an inclusive environment, rather stereotypes and other non-representative norms must also change.

Keywords: Diversity Management, Inclusion, Social identity, Afro-Swedes, Hipsters, Age, Socio-economic background

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Definitions

Table I. Definitions

Concept	Definition
Inclusiveness	The practice or policy of providing people of all identities (not just members of historically powerful identity groups) resources to fully be themselves while also contributing to the large collective, as valued and full members.
Perceived inclusiveness	Perceived inclusiveness refers to the individual-level perceptions of how included a person feels in an organization. More specifically perceived inclusiveness is defined as a member's overall perception that they are accepted and appreciated in the organization
Social identity	Social identity refers to the way people derive a part of their self-concept from the social groups and categories they belong to. It is the perception of oneness with a group of persons.
Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Norms	Norms are shared patterns of thoughts, feelings and behaviors. They are shared cognitive representations that, within a particular concept, characterizes the behaviors of members of certain groups.
Values	Values are cognitive social representations of basic motivational goals that serve as guiding principles in people's lives. Values affect the way in which individuals perceive and interpret information.
Older people	People that are above the average age at the Stockholm School of Economics (25 years old or above).
Hipsters	A person who follows the latest trends (e.g. feminism, veganism, and sustainability) and fashion, especially those regarded as being outside the cultural mainstream.
Afro-Swedes	The term Afro-Swedish should be understood as a political identity by which Swedish citizens with African heritage organize themselves in order to meet and challenge the racism that they face in Sweden.

Abbreviations

Table II. Abbreviations

Abbreviation	Definition
SSE	The Stockholm School of Economics
SASSE	The Student Association at the Stockholm School of Economics
PU	The party organization at SASSE
BE	The bachelor program in Business & Economics at the Stockholm School of Economics

Table of Contents

1. Introduction **6**
1.1. Background 6
1.2. Prior research and expected contribution 7
1.3. The Stockholm School of Economics 7
1.4. Purpose, aim and research question 8

2. Literature review **9**
2.1. Diversity management 9
2.2. Inclusiveness 9
2.3. Social identity 10

3. Theoretical framework **10**
3.1. Going from social identity to personal norms & values 11
3.2. Going from personal norms & values to inclusiveness 12
3.3. The effect of social identity on inclusion - A theoretical framework 13

4. Delimitations **13**
4.1. Empirical limitations 13
4.2. Theoretical limitations 14

5. Method **14**
5.1. Study Design 14
5.2. Empirical research 15
5.2.1. Qualitative research 15
5.2.2. Case study 15
5.2.3. Semi-structured interviewing 15
5.2.4. Gathering the empirical data 15
5.2.5. GDPR 16
5.3. Method for presentation of data 16
5.4. Critique of methods 17

6. Empirical data **18**
6.1. Organizational values and norms 18
6.1.1. SSE's pedagogical agenda 19
6.1.2. Actions that are taken by the school 19
6.1.3. The stereotypical SSE student 20
6.1.3.1. Norms of the stereotypical SSE student 20
6.1.3.2. Values of the stereotypical SSE student 21
6.2. Studied social identities 21
6.3. Low and middle-income students 22
6.3.1. Norms of low and middle-income students 22
6.3.2. Values of low and middle-income students 23
6.3.3. Decreased perceived inclusiveness among low and middle-income students 23
6.4. Afro-Swedes 24
6.4.1.Norms of Afro-Swedish students 24

6.4.2. Values of Afro-Swedish students 25
6.4.3. Decreased perceived inclusiveness among Afro-Swedes 25
6.5. Older people 26
6.5.1. Norms of older people 26
6.5.2. Values of older people 27
6.5.3. Decreased perceived inclusion among older people 27
6.6. Hipsters 28
6.6.1. Norms of hipsters 28
6.6.2. Values of hipsters 29
6.6.3. Decreased perceived inclusion among hipsters 29

7. Analysis 30
7.1. Differences in norms and values leads to a decreased sense of inclusiveness 30
7.2. Stereotypes matter more than policies and procedures 30
7.3. Time heals some wounds 31

8. Discussion & Implications 31
8.1. Answering the research question 31
8.2. The study's contribution 32
8.3. Suggestions for further research 32

9. References 32
9.1. Literature 32
9.2. Digital resources 33

10. Appendix 1 - Mor Barak's inclusion-framework 35

11. Appendix 2 - Interview guide 35

12. Appendix 3 - Interview schedule 36

13. Appendix 4 - Email from Karol Vieker (Inclusion, Equity, and Diversity manager at SSE) 37

14. Appendix 5 - Current average age of SSE students 38

15. Appendix 6 - Most common highschool backgrounds of SSE students 38

1. Introduction

1.1. Background

Diversity management is currently considered a hot topic in human resource programs. This is because diversity is seen as an essential factor for many organizations when it comes to developing a competitive advantage (Mor Barak 1999). Some scholars even suggest that diversity management is a crucial element in organizational survival (Gilbert, Stead, Ivancevich 1999). However, even though many organizations have put diversity management on their agenda, it is important to note that the work doesn't end after hiring a diverse workforce. In order to truly gain a competitive advantage, companies must also focus on inclusion. (Shore, Cleveland, & Sanchez 2018). While diversity management practices focus chiefly on bringing women, people of color, and members of other marginalized groups into the workplace, inclusion practices seek to create an environment where people of all identities and many styles can be fully themselves while also contributing to the larger collective, as valued and full members (Shore et al. 2018).

The Stockholm School of Economics (SSE) is a privately owned university that lies in the heart of Stockholm. It is one of Europe's leading business schools, internationally recognized in the Financial Times Business Education Rankings. For instance, when it comes to European business schools, SSE is ranked 21 out of 90 universities (Financial Times 2020). Throughout history SSE has been viewed as an exclusive organization where a majority of students come from high-income backgrounds. In a well renowned sociological research monograph, SSE is even described as the Swedish School of Power Elites (Holmqvist 2018). However, throughout the last couple of years the university has adopted an aggressive diversity management strategy. To be more specific, in the year of 2020 SSE decided to make their bachelor program in Business & Economics international and this led to a rise in diversity amongst pupils (Flodmark 2019). While these diversity practices have brought more diverse students to the school, the question still remains: do these students feel inclusiveness at the school? Why/Why not? This question becomes even more relevant when looking at the Stockholm School of Economics, because it is a school that is currently working on becoming more inclusive (Vieker 2021).

In order to create the perfect inclusive environment, it has been argued that you have to understand the experiences and perspectives of the people of the organization. Thus, before starting an inclusion process, the voices of the people that feel exclusiveness have to be heard. This is especially relevant when it comes to universities (Lopez-Gavira 2016). As a result, this implies that it could be beneficial for the Stockholm School of Economics to listen to the stories of their students in order to achieve the goal of becoming an inclusive university.

1.2. Prior research and expected contribution

The literature on inclusion has increased rapidly in recent years. Michàlle E. Mor Barak and Bernardo M. Ferdman are two well renowned scholars within this topic and many studies have been built upon their work. Whilst Mor Barak has looked into the link between identity and inclusion, Ferdman has written extensively on the value of inclusion and the importance of inclusionary practises. Recently, there has been an explosion of ideas within inclusion literature as to what specific practices and behaviors contribute to inclusionary experiences. However, many of these ideas have not crystallized into a clear and well-defined set of constructs with associated empirical testing. Because of this, there is currently a strong need for empirical testing (Shore et al. 2018).

By choosing to work with Mor Barak's framework on organizational inclusion, this thesis aims to contribute to the inclusion literature with empirical testing and a well defined set of constructs. Furthermore, the thesis expects to contribute by considering the stereotype of the typical member of an organization. Up to this point scholars have only been focusing on policies and procedures when trying to determine what practices increase or decrease inclusiveness in an organization (Mor Barak 1999). However, this dissertation aims to show that the view of the normative member also affects the extent to which members feel inclusiveness in an organization.

It is also important to note that many of the studies on inclusion have been conducted in the US. In order to understand inclusion globally, more studies are needed. This is especially important considering the varied legislative, social, and historical contexts in which inclusion can occur in various nations, making it important to study not only general aspects of inclusion but also localized approaches to inclusion (Shore et al. 2018). By conducting a single case study at SSE this thesis aims to contribute to inclusion literature with a more localized approach.

Lastly, most of the studies conducted on inclusive universities regard people with disabilities and not other minority groups. Even though some scholars argue that changes introduced by students with disabilities are beneficial for all students (Shaw, 2009), this thesis aims to spot a light on other minorities in order to get a more nuanced picture of what is needed in order to create a more inclusive environment.

1.3. The Stockholm School of Economics

The Stockholm School of Economics pride themselves in being an international business school that offers a first-class, competitive education in business administration and economics on the Bachelor and Master level (Stockholm School of Economics 2021). However, it is important to note that the

bachelor program in Business and Economics (BE) was the only program that didn't accept international students. In fact, the bachelor program in Business and Economics just recently admitted their first cohort of international students last year in 2020 (Flodmark 2019).

When it comes to diversity at the BE program, there is not much statistics to look at. However, there is data on age and the highschool backgrounds of the approximately 280 students that get accepted each year. The average age when starting SSE is 20.6 years old. This shows that many students at SSE start studying straight after highschool, or take a maximum of one or two gap years (Appendix 14).

When looking at the most common highschool backgrounds of students, 6 highschool backgrounds stand out (Appendix 5). These six high schools are generally perceived as schools where mainly privileged and high income students attend, and each year they enroll a large percentage of their students to SSE (Holmqvist 2018).

The Student Association at the Stockholm School of Economics (SASSE) is a non-partisan non-religious organization that organizes most of the company events at SSE. When it comes to the companies that SASSE collaborates with it turns out that 75.7% of the companies that SASSE collaborates with are consulting or finance companies, only leaving 24.3% of companies that are active in other industries. These statistics show that SSE has a clear consulting/finance nische (Student Association 2021). "*We will not let go of our core subjects of finance, economics and business economics. We are and remain a specialized social science academic institution based on economics"* (Stockholm School of Economics 2021).

1.4. Purpose, aim and research question

This study will examine how social identity affects perceived inclusiveness among students. By linking social identity theory to a model of organizational inclusion, this thesis seeks to further explore the link between social identity and inclusiveness within the Stockholm School of Economics.

The purpose of this thesis is to understand how the social identity of students affects the extent to which they feel inclusiveness at university. The aim is in turn to examine this in the specific context of students at the Stockholm School of Economics. In light of previously mentioned factors the research question is:

How do the social identities of students affect the extent to which they feel inclusiveness at the Stockholm School of Economics?

2. Literature review

2.1. Diversity management

In organizational literature diversity is defined as differences in race, ethnicity, gender, disability, age, and sexual orientation. The basic assumption behind diversity is that members of a given group are likely to share a set of values and norms that are at the root of their common worldviews (Mor Barak 1999).

Throughout history, different regulations have been put in place in order to create diverse environments. Regulations such as antidiscrimination, quotas, and affirmative action have been directed to protect and give opportunity to vulnerable under-represented minority groups. However, over recent years diversity management has been replacing such regulations in the sphere of Europe. This is interesting since diversity management differs from the previously mentioned approaches. In contrast to approaches such as affirmative action, diversity management primarily emphasizes business benefits. The idea is that encouraging a culturally diverse workplace leads to competitive advantages (Wrench 2005).

According to the literature diversity management doesn't only help organizations develop their competitive advantage (Mor Barak 1999). Effectively managed diversity can also lead to decreases in frustration and turnover. Furthermore, at a group level effectively managed diversity has the potential to lead to increased problem solving capabilities (Gilbert et al. 1999).

Many studies show that women and people of color feel frustrated when their organization doesn't effectively manage diversity. This in turn, leads to these groups being more likely than others to leave the workplace (Gilbert et al. 1999). Furthermore, there is also evidence that suggests that minority employees in general struggle to achieve success and feel comfortable in majority-dominated organizations (Thomas & Chrobot-Mason 2002).

2.2. Inclusiveness

As a result of the diversity management trend, organizations continue to be challenged and enriched by the diversity of their workforces (Shore et al. 2018). However, for some companies, it appears to be easier to recruit new minority talent than to keep those employees for the long term. Diverse organizations also struggle to create affirming climates for increasingly multicultural workforces (Thomas & Chrobot-Mason 2002). Because of this, scholars are increasingly focusing on inclusiveness to enhance their work environments (Shore et al. 2018).

In other words, too much attention has been paid to diversity and much less thought has been paid to inclusiveness. Thus, in order to create an inclusive environment where people from diverse backgrounds feel respected and recognised, cultural norms and values have to be reflected upon (Pless & Maak 2004).

Ferdman (2017) defines inclusion as: *"In inclusive organizations and societies, people of all identities and many styles can be fully themselves while also contributing to the large collective, as valued and full members"*. As described by Nishii (2013) *"in inclusive environments, individuals of all backgrounds-not just members of historically powerful identity groups-are fairly treated, valued for who they are, and included in core decision making"*.

In the litterature, inclusiveness has been further divided into different categories (such as inclusive climate, leader inclusiveness, workgroup inclusiveness, and perceived inclusiveness). In this thesis, emphasis will be put on the latter, perceived inclusiveness. Perceived inclusiveness refers to the individual-level perceptions of how included a person feels in an organization. More specifically perceived inclusiveness is defined as a member's overall perception that they are accepted and appreciated in the organization (Shore et al. 2018).

2.3. Social identity

When examining the available research on perceived inclusiveness it is clear that most studies tend to talk about social identity. Social identity was first proposed in social psychology by Tajfel and his colleagues (Leaper, 2011). The term was originally defined as: *"the individual's knowledge that he belongs to certain social groups together with some emotional and value significance to him of his group membership"* (Hogg & Reid, 2006). Consequently, people's identities are affected by their membership in social groups. Examples include sports teams, religions, nationalities, occupations, sexual orientation, ethnic groups, and gender (Leaper, 2011).

By considering how group membership is incorporated in people's self-concept, social identity theory provides the connection between social structures and individual identity (Neighbors, Foster, & Fossos, 2013).

3. Theoretical framework

In an effort to bring the two pillars of this study together, namely social identity and perceived inclusiveness, in the specific context of a university. Michallé Mor Barak's model of organization inclusion will be used. However, since the framework is based on workplace inclusiveness and not

university inclusiveness it will be adjusted slightly. Instead of only using Cox's (1991) to characterize the organization's value frame like Mor Barak did (Cox's framework looks at an organization's policies and procedures); this thesis will also analyze the way the participants themselves describe SSE's value frame. Meaning that the participants' perceptions of school norms/values will be taken into consideration (in combination with SSE's policies and procedures). By including the participants' perceptions of SSE's norms and values in combination with Cox's value frame, this revised framework aims to bridge the gap between the chosen theoretical framework and the university case study.

3.1. Going from social identity to personal norms & values

If a particular social identity is a salient part of an individual's self-conception, then group norms and values can turn into personal beliefs, attitudes, feelings and behaviors. This means that people are more likely to engage in a particular behaviour if it is in accord with the norms and values of their group membership, particularly if the identity is a salient basis for self-definition. Only when the group membership is not salient with an individual's self-concept can behaviours and feelings be referred to the personal identity, rather than the social identity (Terry, Hogg, & White 1999).

Consequently, social identity affects an individual's personal norms and values if the social identity is closely related to the individual self-concept. Thus an individual responds to social aspects, such as values and norms dictated by their group membership. This conclusion is based on the assumption that members of a given group are likely to share a set of symbols, values, and norms that are the root of their common world views and behaviors (Mor Barak 1999).

Figure 1: Explaining the link between social identity and personal norms/values

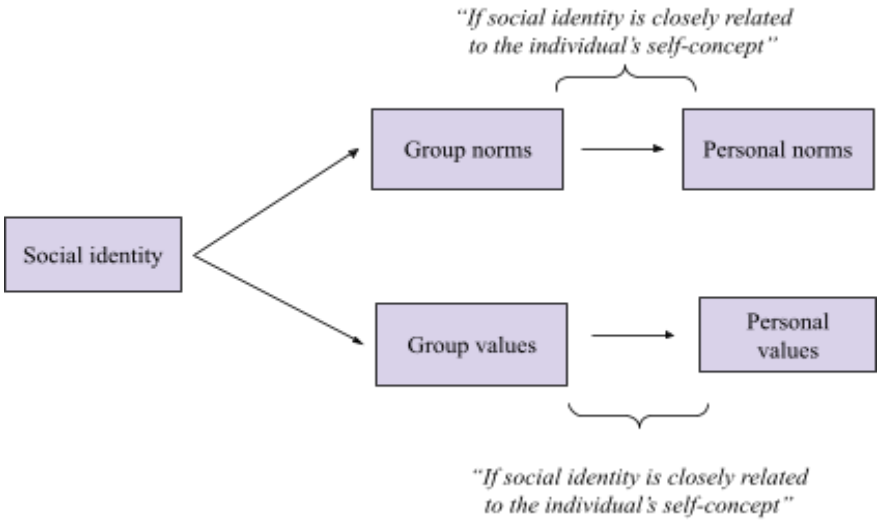


Figure 1 was made by the author in order to illustrate how social identity affects personal norms and values amongst individuals.

3.2. Going from personal norms & values to inclusiveness

As previously mentioned social identity affects an individual's personal norms and values. Having said that, it turns out that personal norms and values affect the extent to which an individual feels inclusiveness in an organization. According to the model of organizational inclusion (Appendix 1) an individual's sense of inclusiveness in the organizational system is the result of the interplay between the individual's personal norms and values "*the personal dimension"*, and the norms and values of the organizational environment, *"the organizational dimension"*. The model suggests that when individual workers feel that their values and norms are supported and appreciated within the organization, their sense of inclusiveness increases (Mor Barak 1999).

When it comes to the organizational dimension, Mor Barak uses Cox's (1991) framework in order to determine the organization's values and norms. This means that an organization's policies, procedures and rewards are analyzed in order to understand the type of norms and values that characterizes a specific organization (Mor Barak, 1999). However, since the original framework (Appendix 1) is based on workplace inclusiveness and not university inclusiveness, this thesis will also analyze the participants' perceptions of SSE's norms and values. By adding this component, in combination with Cox's value frame, this revised model aims to bridge the gap between the Mor Barak's framework and the university case study.

Figure 2: Explaining the link between personal norms/values and inclusiveness

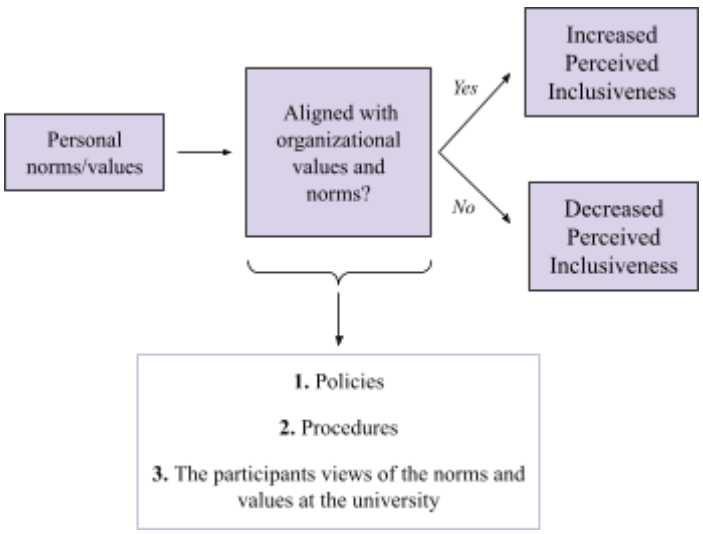


Figure 2 is made by the author. The figure is influenced by the Model of Organizational Inclusion made by Mor Barak (Appendix 1).

3.3. The effect of social identity on inclusion - A theoretical framework

Put together, in this final theoretical framework social identity affects the personal norms and values of an individual. When individuals feel that their personal values and norms are supported within the organizational culture, their sense of inclusiveness increases.

Figure 3: The effect of social identity on inclusiveness

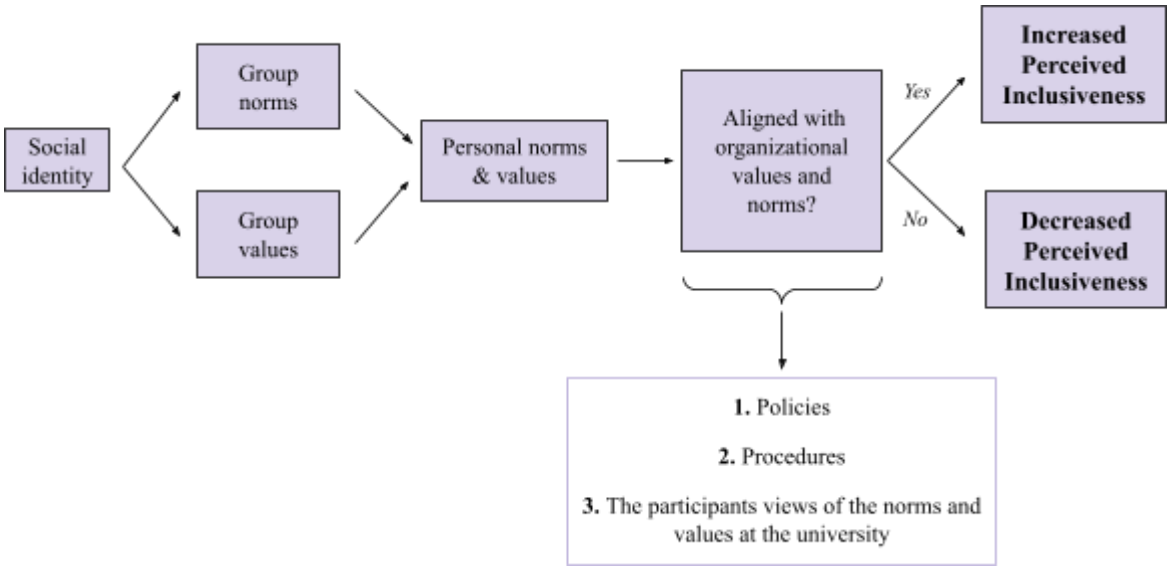


Figure 3 is made by the author. The figure is influenced by the Model of Organizational Inclusion made by Mor Barak (Appendix 1)

4. Delimitations

4.1. Empirical limitations

SSE was chosen as the university to conduct this case study, because it is a school that has had an aggressive diversity strategy. And since SSE is currently working on becoming more inclusive, it is an empirically relevant place to conduct this type of case study (Vieker 2021). *"[...] It has been argued that listening to people vulnerable to exclusiveness could reveal information relevant to inclusive education. Publications conclude that the voices of people who experience exclusion should have a major role in the inclusion process, since they can light the way"* (Lopez-Gavira 2016).

The author further limited the empirical sample by only interviewing participants from the BE program at SSE. This was done because the BE program was the last one to become international at SSE, and therefore the less diverse program at the university (Flodmark 2019).

4.2. Theoretical limitations

The theoretical framework that was chosen for this study is meant to describe inclusiveness in workplaces and not universities. Even though this leads to theoretical limitations, the author still decided to use Mor Barak's model because most of the studies conducted on inclusive universities regard people with disabilities and not other minority groups. Some scholars argue that changes introduced by students with disabilities are beneficial for all students (Shaw, 2009). However, upon looking through the theoretical frameworks that were used in these studies, it became evident that they weren't sufficiently connected to social identity studies. Instead Mor Barak's model fit better with the research question, particularly in regards to the link between inclusiveness and social-identity.

Furthermore, the thesis only focuses on social identity and not identity in general. This limitation was made because social identity is the most salient type of identity in the specific context of a university. Leaper, 2011 states that one's personal identity may be more salient when interacting with a close friend. However, social identity is more salient when interacting with a group of peers on the playground. Since, people at university interact more like peers on the playground; this thesis will focus on social identities and not personal identities.

5. Method

5.1. Study Design

In this dissertation an abductive approach was used because the original theoretical framework was not completely connected to the case study. This made it important to be able to collect data even after the phase of theoretical reflection on a set of data had been carried out. In this way emerging theoretical and empirical insights could pave the way to a more cohesive study (Bryman & Bell 2011 p.13).

By framing the research question in terms of how social identity constrains inclusiveness, the study implicitly assumed an ontology of objectivism. The author viewed organizations as tangible objects, with rules, regulations and standardized procedures for getting things done. This meant that SSE was seen as having a clear hierarchy with a social order that exerted pressure on individuals to conform to certain requirements. Furthermore, culture was viewed as widely shared values into which people were socialized so that they could function as full participants (Bryman & Bell 2011 p.21).

When it comes to epistemological considerations a positivistic approach was regarded as an acceptable knowledge considering the chosen topic (Bryman & Bell 2011 p.15).

5.2. Empirical research

5.2.1. Qualitative research

In order to provide a rich understanding of how social identity affects the extent to which students feel inclusiveness, the author found it fitting to use a qualitative strategy. This is because, understanding personal values and norms, identifying different social identities, and taking into account the specific context of a university seemed most fitting for a qualitative method, categorizing words, rather than numbers. *"An underlying premiss of many qualitative researchers is that the subject matter of the social sciences does differ from the subject matter of the natural sciences. A key difference is that the objects of analysis of the natural sciences cannot attribute meaning to events and to their environment. However, people do."* (Bryman and Bell 2011 p.402).

5.2.2. Case study

The complexity and particular nature of the Stockholm School of Economics played an immense role when it came to the empirical findings. Since a single geographical location was used in this study it could be classified as a case study. Choosing to conduct a case study also goes well with qualitative research because the method is viewed as particularly helpful in the generation of intensive, detailed examination of a case (Bryman and Bell 2011, p.60-63).

5.2.3. Semi-structured interviewing

Since the theoretical framework and the research question was written before conducting the interviews, the author asked questions on a fairly specific topic and an interview guide was used (Appendix 2). However, it is important to note that the interviewees had a great deal of leeway in how to reply. This semi-structured interviewing technique was chosen in order to allow flexibility and in order to understand how the participants framed issues - that is, what the interviewee viewed as important. However, it is important to note that the comparability between interview subjects varied by using a semi-structured interview process which was noticed during the coding process (Bryman and Bell 2011, p.467).

5.2.4. Gathering the empirical data

Since the author is a student at the Stockholm School of Economics, insider knowledge was used in order to decide what priori social identities to interview. Primarily, participants from the following three social identities, females, low and middle income students and Afro-Swedes were picked. Throughout the interviews, older people and hipsters also turned out to be interesting social identities to study from an inclusiveness perspective. This meant that 3-4 people within each social identity

were interviewed in order to see if the membership to these groups affected the extent to which students felt inclusiveness at university.

In order to explore the effects of race without conflicting with the GDPR-regulations, the author used her own experiences from her journal. In this way, no personal data on ethnicity was collected. Having talked about many of these topics with other ethnic minorities at the school (throughout her years as a student) she was confident that her own personal experiences could be used in order to understand the constraints that Afro-Swedes feel when it comes to inclusiveness at SSE. The reliability of her claims can also be strengthened by drawing on literature that has been conducted on ethnic minorities in other organizations.

The interviews lasted approximately 30 minutes and ranged in length between 15 and 49 minutes. Interviews that fell in the 15 minute range were the ones where questions and answers didn't have to be repeated, rephrased, or elaborated on. The interviews were held in English, however, the participants sometimes used Swedish words, which were translated in the coding process.

5.2.5. GDPR

In order to comply with GDPR regulations only age, gender and opinions were collected. All interviewees were anonymously and voluntarily participating in the study. Before the interviews, the participants were asked to sign a GDPR-consent form. Moreover, the data was collected and processed securely using only SSE Microsoft Onedrive - office 365 as a cloud option. All the data was then permanently deleted on the 29th of april 2021.

Political stances and ethnicity turned out to be important social-identities for the participants, however, these stories could not be heard because of GDPR-regulations.

5.3. Method for presentation of data

Content analysis was used so as to present and categorize data. Researchers regard content analysis as a flexible method for analyzing text data. It implies focusing on the characteristics of language as communication with attention to the contextual meaning of the text. The text data used in content analysis can be in verbal, print or electronic form and might have been obtained from narrative responses or interviews (Hsieh & Shannon 2005).

More specifically, a directed content analysis approach was used. This means that the theoretical framework was used as a guidance for initial codes. I was used to help focus the research question and to provide predictions about the variables of interest or about the relationships among variables, thus

helping to determine the initial coding scheme or relationships between codes (Hsieh & Shannon 2005).

Since the goal was to identify and categorize all instances of a particular phenomena, the author highlighted all text that on first impression appeared to represent a particular phenomena. According to Hsieh and Shannon, highlighting identified text without coding increases trustworthiness. The next step in the analysis was to code all highlighted passages using predetermined codes. Any text that could not be categorized with the initial coding scheme was given a new code (Hsieh & Shannon 2005).

5.4. Critique of methods

Since this thesis is a case study the extent to which measurement validity and reliability will be discussed depends in large part on how these are appropriate for the evaluation of the research (Bryman and Bell 2011, p.61). When it comes to internal validity the author needs to be sure that there is a good match between the observations and the theoretical ideas that these observations develop. Bryman and Bells argue that internal validity tends to be a strength of qualitative research, particularly ethnographic research, because the prolonged participation in the social life of a group over a long period of time allows the researcher to ensure a high level of congruence between concepts and observations. Since the author is a student at SSE, she has interacted with the participants in their real-life environment, which strengthens the trustworthiness of the study.

Secondly, it is vital that the author doesn't overtly allow personal values or theoretical inclinations sway the conduct of the research and because of this, confirmability was viewed as being important for the evaluation of the research. The author went into the study with preconceived notions about SSE, one of them being that the school was not inclusive. However, by discovering these biases early on, the author could take precautionary measures in order to ensure confirmability. This included discussing the empirics with another student and not framing the questions that were asked in the interviews.

One question on which a great deal of discussion has centered concerns the external validity or generalizability of case study research. How can a single case possibly be representative so that it might yield findings that can be applied more generally to other cases? The answer, of course, is that it cannot. The goal of case study analysis should therefore be to concentrate on the uniqueness of the case and to develop a deep understanding of its complexity (Bryman and Bell 2011, p.61). Furthermore, when it comes to the generalizability of the Afro-Swedish experience specifically, one might ask how much of the author's personal experiences can be used to describe Afro-Swedes and

second-generation immigrants in general? However, after having served as the equality representative of SSE and after having discussed inclusion with other Afro-Swedes and second generation immigrants for three years the author feels confident that her experiences are fairly representative. In addition to this, there are many studies with a focus on ethnic minorities that confirm the empirical data from the journal, one example is the study on minority employees in majority organizations and racial identity in the workplace by Thomas & Chrobot-Mason 2002.

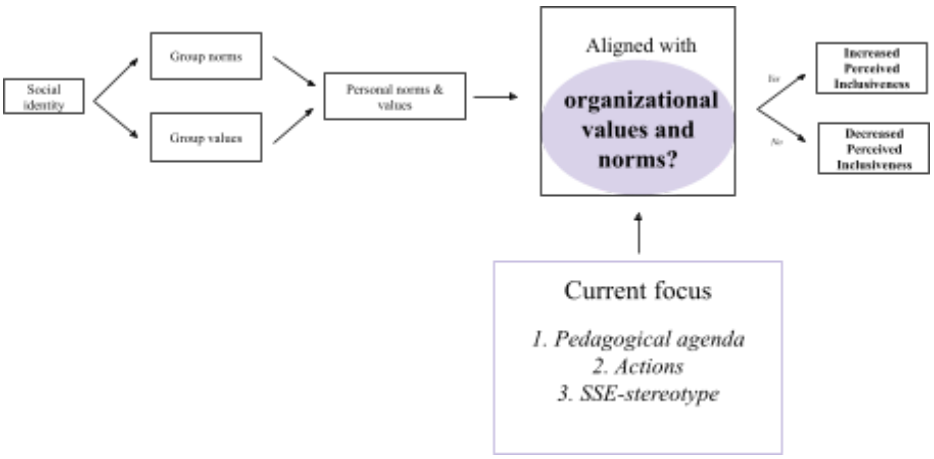
Lastly, the content analysis presents challenges to the naturalistic paradigm. Using theory has some inherent limitations in that researchers approach the data with an informed but, nonetheless, strong bias. Hence, researchers might be more likely to find evidence that is supportive rather than non-supportive of a theory. These limitations are related to neutrality or confirmability of trustworthiness. To achieve neutral and unbiased results, an audit trail and audit process was used. Having an auditor to review and examine the definitions before the study greatly increased the accuracy of predetermined categories (Hsieh & Shannon 2005).

6. Empirical data

6.1. Organizational values and norms

In order to understand what values and norms that characterizes the university, SSE's policies, SSE's procedures and the participants' own views were analyzed. When it comes to policies, the pedagogical agenda clearly explains the school's mission and vision and therefore it captures the values of SSE. SSE's actions (procedures) were analyzed in order to capture the organization's norms. Lastly, the SSE student stereotype was studied in order to understand the values and norms of the organization. The students are the ones that are active in the organization so their perception of SSE's values and norms were important to consider.

Figure 4: Zooming in on organizational values and norms



6.1.1. SSE's pedagogical agenda

FREE is the name of the pedagogical agenda at SSE, and it summarizes the education ambition that the school seeks to offer (Stockholm School of Economics 2021). FREE stands for:

- **F**acts and science-based: For SSE it is important that graduates can make decisions based on facts and have the ability to differentiate between different types of knowledge. This ability is seen as important in a world of alternative facts and fake news.
- **R**eflective and self-aware: For SSE it is important that students are able to reflect on what role they actually play in the world, what influence they have on others, what preferences they have, and be clear about who decides over their choices. This ability is seen as vital since the future will require more reflection and self-awareness.
- **E**mpathic and culturally sensitive: For SSE it is important that students are able to understand other people's situations and see other people's perspectives. Seeing that an empathetic person will be a better leader and decision-maker.
- **E**ntrepreneurial and responsible: For SSE it is important that students have an entrepreneurial and creative approach to the world. They must strive to create renewal in a responsible way. This is important since improvement only happens through change and not by following the status quo.

The FREE agenda sums up the values at SSE fairly well. Being fact-based, being reflective, being empathetic, and being entrepreneurial. These values serve as motivational goals and guiding principles at SSE.

6.1.2. Actions that are taken by the school

When it came to the diversity and inclusion practices at SSE there were no diversity or inclusion strategies that were particularly targeted towards the BE program, other than the Global Challenges course. However, the school said that they put a lot of emphasis on trying to recruit more diverse students and they also try to ensure that the introduction is as welcoming and inclusive as possible. Karol Vieker (the inclusion, equity, and diversity manager at SSE) frequently has ongoing discussions with the different parts of the school in order to make it more diverse and in order to handle cases of discrimination, harassment, bullying, or exclusion (Appendix 13). This shows that the school takes inclusion and diversity seriously. Thus, these actions signal that SSE believes that diversity and inclusion are important factors that are needed in order for the school to function. Because of this, diversity and inclusion can be seen as important norms for SSE.

6.1.3. The stereotypical SSE student

When asked to describe the values and norms at SSE 8 out of 10 participants started talking about the stereotypical SSE student and the associated norms and values. This SSE stereotype was described as being the reason behind why the participants were scared to apply to the school, and it was also the reason why the participants didn't feel included at the beginning of their studies. However, it is important to note that the interviewees simultaneously expressed that the stereotypical SSE student wasn't a majority at the school. The participants also expressed that as time went on they started to feel more and more included at SSE.

After analyzing the interviews the social identity of the mainstream SSE student could be boiled down into three main categories. These categories have not been defined by the author; rather it is the participant's own wordings that are at the base of these categories. The three categories included: **rich**, **small-minded**, and **insecure**.

"*The SSE stereotype that I am talking about is very snobby, has rich parents…"(Arnold).*

"SSE is famous for being like a spoiled, brat private university" (Sara).

"*But I think I was really afraid that there would be close-minded students since it's just such a small and pretentious school [...]"(Klara).*

"I feel as though SSE students are very insecure, they are easily swayed. It is almost like they are desperately trying to live up to the SSE stereotype" (Karl).

6.1.3.1. Norms of the stereotypical SSE student

After analyzing the interviews, the norms of the stereotypical SSE student could be boiled down into four main codes. These included being **privileged**, being **ambitious**, being **consulting/finance interested**, and being **sophistically dressed.** The categories have not been defined by the author; rather it is the participant's own wordings that are at the base of these categories. The norm of being privileged was a norm that was heavily emphasized, especially during the introduction weeks.

"*That is also like an intro-week thing where people said, it was really repeated a lot of the time like. This is where the next generation of leaders are made" (Hanna).*

"If you look at the percentage leaving university every year, we are such a small percentage. We are a privileged percentage" (Denice).

The mainstream SSE student was also portrayed as ambitious and consulting/finance interested.

"And then I had another friend [...] and she said that if I wanted to study business and had good grades then I had to study at SSE" (Klara).

"I guess I don't want to conform to an idea about the typical SSE path, like becoming a consultant or investment banker, like all those jobs" (Vivian).

Finally, the sophisticated dressing style was another behavior that characterized the mainstream SSE student.

"*The first thing is the way everyone dresses. And I have judged people so hard on just their appearance. I just have this picture of the light blue shimmy. And someone of my age just wearing that shit. I just instantly feel like we are not the same. It's kind of crazy actually" (Arnold).*

6.1.3.2. Values of the stereotypical SSE student

When it comes to the values of the mainstream SSE students, three clear codes were discovered. The pursuit of **money**, the notion of **over-working**, and the **eat or be eaten mentality.**

By interviewing the participants of this study it was clear that the mainstream SSE student thought that it was important to always work hard and spend many hours working. This hard work was then described to be helpful with pursuing the goal of money. Working hard was also described as being very important since there was this mentality that only the strongest survive in society.

"Sometimes I feel like I have to give people a reality check. It is not normal to facetime the whole night in order to make an assignment perfect. I don't want to spend all my time working, but this really seems to be what SSE students value" (Rut)

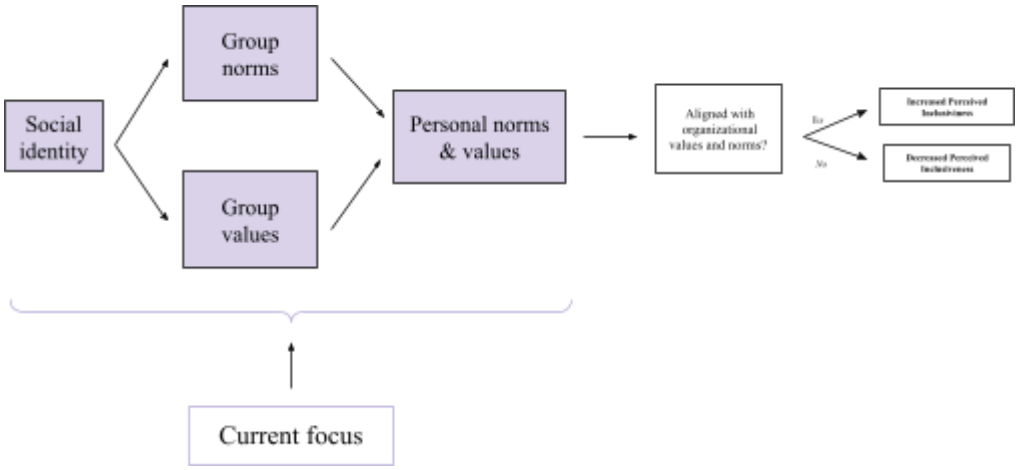
"People at SSE are really hard-working but sometimes I wonder why? It feels like we are all just chasing the end goal of money" (Silvia).

"*I saw the stereotype as containing people that have an eat or be eaten mentality" (Arnold).*

6.2. Studied social identities

As mentioned in the method section, three social identities (females, low and middle-income students and Afro-Swedes) were predetermined since they were suspected to be associated with a lower sense of inclusiveness. As imagined, socioeconomic status and ethnicity turned out to be important social identities to study. However, gender did not. In addition to this, two other interesting social identities emerged throughout the interviews. These social identities were older people and hipsters. The rest of the empirical data will therefore focus on low and middle-income students, Afro-Swedes, older people, and hipsters and their related norms and values that have become personal norms and values. These norms and values have not been defined by the author; rather it is the participant's own wordings that are at the base of the categories.

Figure IV: Zooming in on one social identity and its related values and norms.



6.3. Low and middle-income students

6.3.1. Norms of low and middle-income students

After analyzing the norms of the low and middle-income students, the empirical data could be boiled down into two main codes. These included **living in student apartments** and **not affording to eat out**. Even though many of the SSE students lived in student apartments there were still norms (shared patterns of thoughts) that called on students to own property.

"*People having their own apartment already was something that I expected when I came to SSE. So that didn't surprise me. It just made me realize that people at SSE don't realize how privileged they are" (Denice).*

Low and middle-income students also mentioned that they couldn't afford to eat out as often as their peers. The absence of places where you could sit down and eat lunch at SSE, and the high prices at the school cafeteria were also aspects that were brought up.

"I actually remember a specific incident, [...] there were a bunch of girls [...] really wanted everyone in our mathgroup to go have lunch together, but then all the places that they suggested were super expensive. And then some of us just didn't go with them. Because we couldn't afford paying 300kr for a single meal" (Sara)

"There are so few places to eat at SSE, sometimes I wonder if they are expecting us all to afford eating out? And also, the prices at the cafeteria are so high, I can't imagine ever having lunch there." (Denice)

6.3.2. Values of low and middle-income students

When it comes to the values of the low and middle-income students, two distinct codes emerged. The values and guiding principles that were most evident among the low and middle-income students were **modesty** and **frugality.** In the interviews being modest was something that many of the low and middle income prioritized.

"*But uhm it's more that I have never cared about earning a lot of money, or status or things or I don't know brands or flashy clothes or anything, and I can see that there are a group of people at SSE that have that mindset" (Hanna).*

By interviewing the low and middle-income students it also became clear that they had a different view of money, in comparison to the other participants.

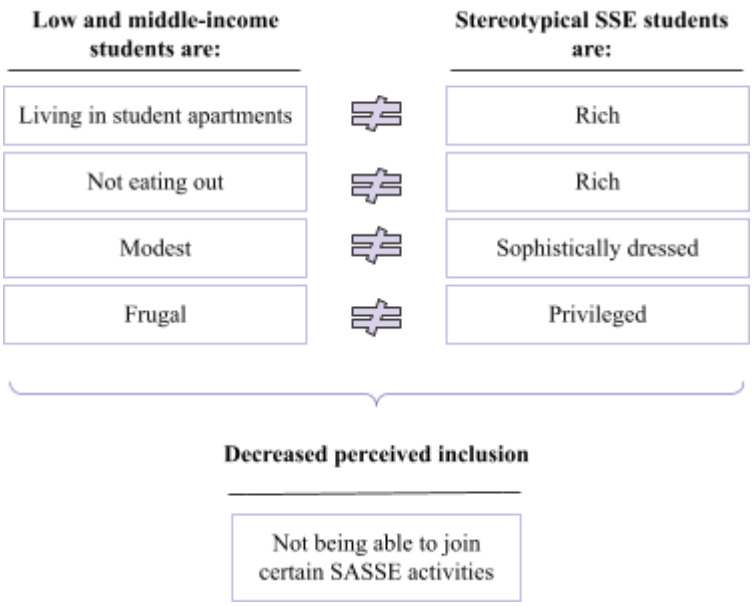
"*My parents were really strict when it came to like effort and reward. I guess also just money in general, so when I started middle school, they were like if you want to do stuff that is not necessary for you [...] then you have to make money yourself. And that just taught me how much work it takes to get money and how to use it in a good way (Sara).*

6.3.3. Decreased perceived inclusiveness among low and middle-income students

Because some of the norms and values of low and middle-income students clashed with those at SSE, the students experienced decreased perceived inclusiveness. In the interviews the most evident sign of exclusiveness was low and middle-income **not joining certain SASSE activities**. The students expressed concerns when it came to partaking in SASSE activities, especially during the introduction weeks.

"*I was very annoyed during the intro, because during the first few weeks you had to buy course literature, and on top of that it was also quite expensive to part-take in all of the SASSE activities. Since the student loan had not been paid out yet I couldn't part-take in much" (Denice).*

Figure IX: Shows why the low and middle-income students feel less included



6.4. Afro-Swedes

The term Afro-Swedish should be understood as a political identity by which Swedish citizens with African heritage organize themselves in order to meet and challenge the racism that they face in Sweden. In this way, they are continuing the opposition against the Afrophobic oppression that has

historically found expression in, for example, the transatlantic slave trade and colonialism. By adopting the identity Afro-Swedish, they step into the same tradition as forerunners in history who fought for African rights (Afrosvenskarna 2008).

6.4.1. Norms of Afro-Swedish students

When analyzing the quotes from the journal one code, related to Afro-Swedish norms emerged. This norm could be described as **avoiding stereotypical behaviors**. In the journal, it was evident that there were strong stereotypes that were associated with Afro-Swedes and second-generation immigrants in general. These stereotypes included certain dressing styles and also the use of slang. In the journal, the author stated on multiple occasions that she was encouraged to limit stereotypical behavior in order to not stand out too much.

"I am tired of trying to fit in, or to not seem to ghetto at SSE. I am not even from an urban area but I am afraid to say things like abow, jao etc." (Rut).

"I can't wait until the last day at SSE, me and my friends have officially decided to dress fully hood. We are going to wear exactly what we want and not care anymore, hoodies and all"(Rut).

6.4.2. Values of Afro-Swedish students

When analyzing the quotes from the journal, one code was discovered that described the values associated with Afro-Swedish students. This value was described as the strive to be **open-minded**. In the author's case, being open-minded was an important value to have, since she knew how it felt to be in contact with small-minded people.

"It's funny how many of the master students I have gotten to know and I bond with. [...] I think this is because I am very culturally aware and open minded. I am not going to make the same mistakes as the peers in the bachelor program, because I know how it feels to experience microaggressions. I won't just assume that someone can't speak Swedish because of the way that they look. And I won't question if they are students at the school just because they are colored. Things that have happened to me on multiple occasions" (Rut).

6.4.3. Decreased perceived inclusiveness among Afro-Swedes

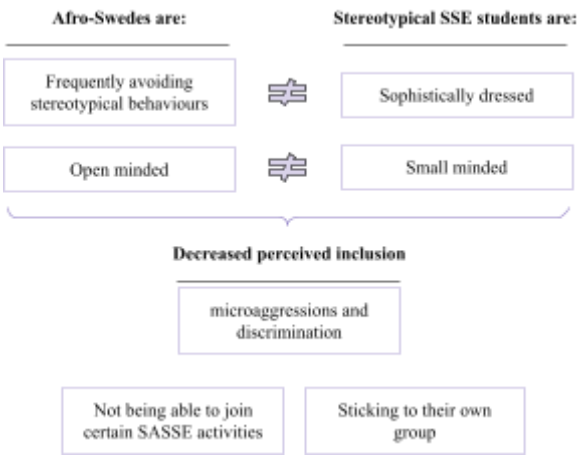
Because some of the norms and values of Afro-Swedes clashed with those at SSE, the author experienced decreased perceived inclusion. In the journal the most evident signs of exclusiveness was Afro-Swedes **not joining certain SASSE activities**, **sticking to their own group**, and **experiencing discrimination.**

"I was reading this quote in Michelle Obama's book Becoming that really resonated with me: minority and underprivileged students rise to the challenge all the time—but it takes energy. It takes energy to be the only black person in a lecture hall or one of a few nonwhite people trying out for a play or joining an intramural team. It requires effort, an extra level of confidence, to speak in those settings and own your presence in the room. This is why when my friends and I found one another at dinner each night, it was with some degree of relief. It's why we stayed a long time and laughed as much as we could" (Rut).

Lastly, some of the empirical data in the journal showed that this group of students didn't attend many SASSE events. The SASSE parties were particularly emphasized as not being inclusive; mainly because of the choice in music. In addition to this, the party association (PU) was regarded as having a conservative and discriminatory culture.

"*Yesterday, however, I was informed that the people of PU had been wearing hoodies with different racist, sexist and condescending quotes. One of them stating something like "today the party house will be filled with immigrants". The only reason why they wrote that quote was because it was a hip hop party" (Rut).*

Figure X: Shows why Afro-Swedish students feel less included



6.5. Older people

Since the average age of the students that study the bachelor program at SSE, highlights people that started studying straight after high school or took one or two gap years (Appendix 5), age appeared as an interesting social identity to study. The participants included in this social identity were the ones that were older than 25.

6.5.1. Norms of older people

After analyzing the norms of the older people, the empirical data could be boiled down into two main codes. These included **being secure** and **having had time to explore.** Unlike the majority of the students at SSE, the older people had also had time to explore the world and themselves before starting university.

"*So I would say that it has a lot to do with the things that you have been able to do before starting university, rather than the age itself. It's all about the different phases that you go through" (Klara).*

The empirical data further shows that the older people considered themselves as being far more secure than the younger students. This security mainly stemmed from already having a secure social network, in terms of friends and family and even within the working industry.

"*I guess younger students also fall into the trap of being more stressed out because this is their whole world. And it's more difficult to step out of that bubble when you don't have another bubble where you can stand" (Hanna).*

6.5.2. Values of older people

When it comes to the values of the older people, two distinct codes emerged. The values and guiding principles that were most evident among the older people were **maturity** and **the strive to learn.** Maturity was often mentioned throughout the interviews, and it was a value and a quality that all of the older people thought that they possessed. A mature person was described as someone who was less self-centered, someone who was open-minded, and someone who was able to be straightforward.

Throughout the intro weeks, many of the alumni speakers told the new students that they had forgotten everything that they had learned at SSE and that the most important thing was to create a solid network at the school. This was a hard pill to swallow for the older people, since they applied to the school because of their strive to learn more about economics.

"*I was almost 29 when I started, I have a network, I have friends, I have work as well. [...] I was here because I was interested in Economics and now I had time to look into that. So it was a little disturbing for me. Those first intro weeks" (Hanna).*

6.5.3. Decreased perceived inclusion among older people

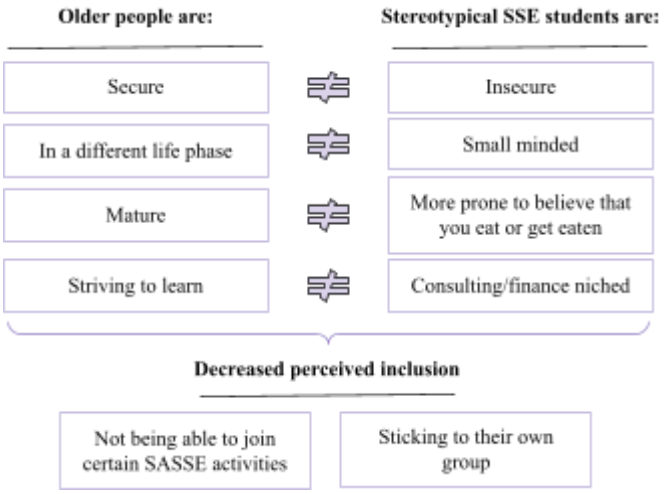
When analyzing the empirical data, it was clear that the older people tended to stick together at SSE. It seemed as though the older people were drawn to people of the same age, and/or people that were considered mature. The main reason for this was that they felt that it was hard to relate to the younger students because they were not in the same life phase as them.

"But I have considered the people I hang with to be very mature. [...]" (Klara).

It was also evident that the older people didn't attend SASSE parties as often as other students.

"I realized that I never went to any of the parties or like sittings or stuff like that, because I socially felt like this is not my scene really. I think this depended primarily on my age [...]. I guess, because I know when people are like 18 they first start to go out, it's quite different they drink alcohol and there is a lot of hooking up, and that is not really what I am after" (Hanna)

Figure XI: Shows why older people feel less included



6.6. Hipsters

Throughout the interviews, it was hard to pinpoint what a hipster identity consists of. But in short, it is a person who follows the latest trends (e.g. feminism, veganism, and sustainability) and fashion, especially those regarded as being outside the cultural mainstream.

" *I would like to categorize myself as the 'Södermalm'[1] dude. Some people might categorize me as a lowkey hipster. I have been shaped by this identity in the way I dress, in the music I listen to, in the*

[1] South of the Stockholm inner city

way I tap into my artistic side" (Arnold).

6.6.1. Norms of hipsters

When analyzing the behaviors that categorized this social identity four distinct codes emerged. These included **music taste, clothing style,** being **artistic,** and being **vehemently against the consulting and finance path.** When it came to music taste, clothing style, and being artistic; artists such as Frank Ocean, outfits such as tracksuits and fanny packs, and art schools such as Kulturama were mentioned. All of these things were described as being outside of the cultural norm at SSE.

"*The first day he dressed weird like me. He had an earring, he dropped a feministic comment in the aula in front of the class. It drew me to him" (Vivian).*

Lastly, the hipsters expressed concerns about the norm or rather obsession at SSE when it comes to choosing a career path within consulting or finance.

"*One thing that I have said repeatedly is: I want to have bad grades so that I won't be brainwashed into starting a career at McKinsey. I don't even want to give myself the possibility of going there" (Vivian).*

6.6.2. Values of hipsters

When it comes to the values of hipsters one clear code emerged. This value could be described as the strive to be **open-minded/progressive**.

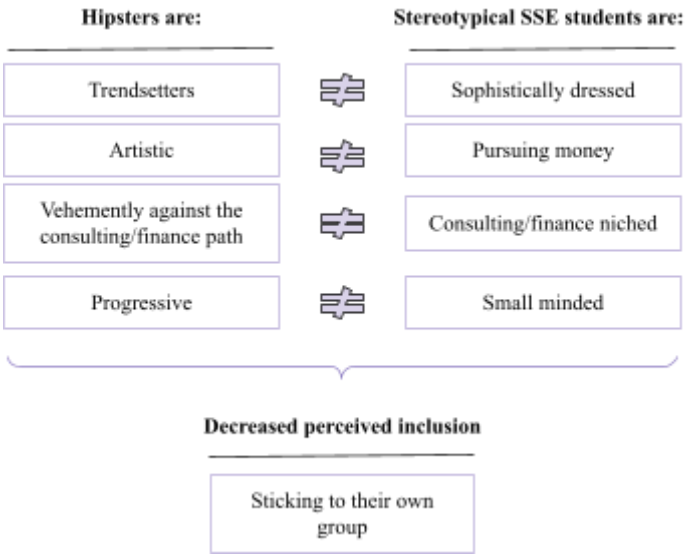
"*Being a hipster is about the mindset and the values such as the feministic side [...]. It is the classic thing that everyone is super feminist and more on the leftist side of voting you know. And even being vegan and stuff" (Arnold).*

6.6.3. Decreased perceived inclusion among hipsters

Just like the Afro-Swedes and the millennials, the hipsters mentioned that they tended to stick to their own group.

"*There are not a lot of hipsters, but all of them are grouped together [...] Even though I think I could have clicked just as well with other people, that I don't share the same identity with, if I had tried to get to know them" (Arnold).*

Figure XII: Shows why Hipsters feel less included



7. Analysis

7.1. Differences in norms and values leads to a decreased sense of inclusiveness

Because most of the values of low and middle-income students, Afro-Swedes, older people, and hipsters clash with those of the stereotypical SSE students it leaves students feeling less inclusiveness. This can be explained by the chosen theoretical framework that states that the congruence, or fit, between what the individual brings to the work environment and the organizational culture in the workplace dictates how welcomed and valued they feel in the system (Mor Barak, 1999).

Two factors that really exemplified this lack of inclusiveness were sticking to your own group and not joining certain SASSE activities. Sticking to your own group is a clear indication of exclusiveness and according to the literature this happens because people tend to feel more comfortable with others with whom they share important characteristics. This strengthens in-group/out-group perceptions which contribute to creating exclusionary behaviors (Mor Barak, 1999)

When it comes to not attending certain SASSE activities, parties were often mentioned. In the interviews, the participants mentioned not liking the music, the activities, nor the culture at the SASSE parties. Because of this, the SASSE parties became sort of symbolic in the sense that it was the place in which the participants felt the most vulnerable. What the participants were actually saying was that at parties, there must be greater inclusion practices than normal, because parties are an extreme version of a social situation.

7.2. Stereotypes matter more than policies and procedures

When asked about the norms and values at SSE, the participants seldomly talked about the actual school norms/values, such as procedures, policies, and rewards (Mor Barak, 1999). Instead emphasis was put on the perceived norms/values. In this case study, the school norms and actions were not of importance when it came to inclusiveness, rather it was the stereotypical SSE student that implicitly posed the standard.

The social identities that participated in the study mainly felt exclusiveness because they didn't fit into the SSE stereotype. So in the case of SSE, it doesn't matter how much the school invests in changing organizational norms and values through policies, procedures, and rewards, because the students still don't see these procedures and policies as the norm.

In the interviews, the students talked about the SSE stereotype and how it made them feel less inclusiveness, whilst at the same time emphasizing that the people that belonged to the SSE stereotype were actually a minority at the school. This shows that norms are not representative. It was not the mainstream SSE student that posed a problem, rather it was the emotional and irrational interpretation of the SSE student that was the culprit.

7.3. Time heals some wounds

Most of the participants in the study expressed fears of being socially excluded before starting their studies at SSE, this fear mainly steamed from the SSE stereotype. This fear of being excluded then turned into actual exclusiveness during the first two years of their studies. However, most of the participants stressed that as third-year bachelor students, they finally felt included and part of the ingroup at SSE. Thus it seems as though time healed some wounds.

When analyzing the empirical results it became clear why the participants started feeling an increased sense of inclusiveness as time went on. This was because, with time, the participants started to get to know their classmates on a more individual level which created a deeper bond. For example in the case of Afro-Swedes, the author went from identifying as 'the black girl at SSE' to identifying as 'Rut'. This means that as time went on, the participants' personal identities started to become more important. This led to less weight being put on the participant's social identities which had caused them to feel excluded.

It is important to note that two of the participants didn't notice a great increase in inclusion as time went on. These participants (Karl and Hanna) were both older people. A common denominator between these participants was that most of the people that they started studying with had already

graduated. When analyzing this, it became clear that time didn't make Karl and Hanna feel more included because they constantly had to be in contact with new students, and because of this their social identity always ended up becoming the most salient factor. They were not given the opportunity to build deep enough bonds with their classmates in order for their personal identities to carry the most weight.

8. Discussion & Implications

8.1. Answering the research question

Through a qualitative case study, this thesis examined the role of social identities when it came to inclusiveness at the Stockholm School of Economics, by answering the research question:

How do the social identities of students affect the extent to which they feel inclusiveness at the Stockholm School of Economics?

This study showed that the social identities of SSE students affects the extent to which they feel inclusiveness at university. The study found that minority social identities felt less inclusiveness because their norms and values clashed with those of the stereotypical SSE student. The effect of social identity on inclusiveness was especially significant when the students first entered the organization (first few years). After some years it was the personal identity that was of most importance.

8.2. The study's contribution

Existing models of inclusion consider only the mainstream member of an organization, however, this thesis dives further and also looks at the stereotypical member. This study, therefore, contributes to the inclusion literature by considering how students/employees are seen in an organization. This is an important contribution, because it shows that sometimes changing policies, procedures and rewards are not enough. Emphasis must be put not only on changing the values and norms of the organization but also on the perceived values and norms of the organization.

This dissertation is relevant for management and organization studies, since increased inclusiveness leads to individual well being, job satisfaction, organizational commitment, and task effectiveness (Mor Barak 1999).

8.3. Suggestions for further research

Following the emerging analysis of this case study, it would be interesting to carry out longitudinal study at SSE, in order to further understand why inclusion increases over time. It would also be interesting to replicate this study on a larger scale. Meaning that it would be interesting to interview more participants and find a better way to incorporate the stories of visible minorities without interfering with GDPR regulations. Together, these suggestions for future research are expected to increase the credibility of this study.

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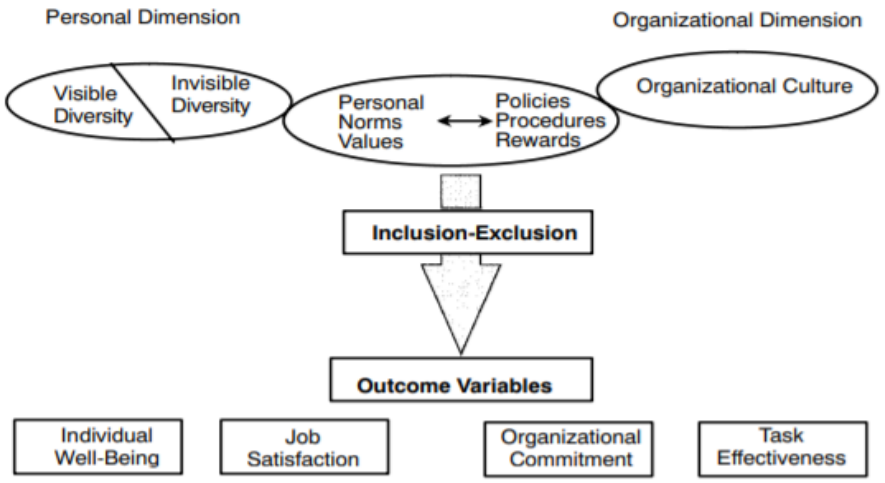
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10. Appendix 1 - Mor Barak's inclusion-framework



The model above was made by Mor Barak and was presented in her article "beyond affirmative action" for the first time in 1999.

11. Appendix 2 - Interview guide

The following questions are based on the theoretical framework. After every interview, the respondents were asked to fill out a GDPR consent form.

Grand-Tour Questions
If you could describe yourself and your identity at SSE, what would you say?
How would you describe your identity outside of SSE?
Can you describe what norms and values you share with the identity groups that you just identified?
Are there alot of other students at SSE that also fit into these social-groups?
When you first started SSE, what were you the most excited about?
Was there anything you were worried about before starting university?
What does your ideal studying environment look like?
Lastly, do you feel included at the Stockholm School of Economics overall?

12. Appendix 3 - Interview schedule

Participant**	Data gathering format	Age	Grade	Date
Rut	Journal	21	Third year	Analysed: 2021-03-22
Denice*	Interview	22	Second year	2021-03-17
Arnold*	Interview	22	Third year	2021-03-18
Sara*	Interview	21	Third year	2021-03-21
Vivian*	Interview	22	First year	2021-03-28
Görgen*	Interview	21	Third year	2021-03-23
Klara*	Interview	Over 25	Third year	2021-03-24
Hanna*	Interview	Over 25	Third year	2021-03-24
Axel*	Interview	21	Third year	2021-04-05
Silvia*	Interview	23	Third year	2021-04-07
Karl*	Interview	Over 25	Third year	2021-04-09

** Pseudonyms are used. **All of the participants study the Business & Economics bachelor's program, at the Stockholm School of Economics.*

13. Appendix 4 - Email from Karol Vieker (Inclusion, Equity, and Diversity manager at SSE)

As for diversity and inclusion strategies in the BE program, we don't have anything specifically targeted to only BE (other than Global Challenges, in which these issues come up particularly during the Being course). Otherwise, as you know we put a lot of emphasis on trying to recruit more diverse students (among other things through Alternate Selection, participation in Järvaveckan, and the ambassador program). We then try to ensure that the introduction is as welcoming and inclusive as possible (among other things I have workshops with the BSc and MSc introduction committees, and I present to all of the new students regardless of program or level during the intro weeks). We have very clear guidelines and routines for reporting and handling cases of discrimination, harassment, bullying or exclusion. All employees must attend a half-day workshop with me where we, among other things, discuss how to concretely create an open and inclusive environment at SSE. We also work a lot with inclusion in the classroom through a course that Pär Mårtensson (the head of faculty and pedagogy development) teach every year, as well as through specific pages for teachers on the Portal with tips and resources for more inclusive teaching. As you know, there's a question on all course evaluations regarding this area and I regularly follow up with any teacher/course director who gets negative comments. I also have an ongoing dialog with the SASSE Education Committee president around things that come up in focus groups or that the class representatives raise.

Does that at all help you? Let me know if you need more or different information.
Have a nice weekend and stay safe!
All the best,
Karol

14. Appendix 5 - Current average age of SSE students

Current average age of students.

Enrolled BE	Average Age
2018	22.58
2019	21.78
2020	20.77

The table above shows the current average age of students in the three different cohorts. For example those who enrolled in the BE program in the year of 2020 are currently (on average) 20.77 years old. When it comes to the most common highschool backgrounds of admitted students it turns out that certain highschools are more common than others in terms of generating pupils to SSE.

15. Appendix 6 - Most common highschool backgrounds of SSE students

Table IV. Most common highschool backgrounds of bachelor students at SSE.

High School	Amount of students admitted 2018	Amount of students admitted 2019	Amount of students admitted 2020
VIKTOR RYDBERG GY. DJURSHOLM	15	20	17
VIKTOR RYDBERG GY. ODENPLAN	11	21	15
PROCIVITAS PRIVATA GY., HBG	10	12	13
ENSKILDA GYMNASIET	10	11	11
ÖSTRA REALS GYMNASIUM	10	8	13
PROCIVITAS PRIVATA GYMN MALMÖ	8	9	10

The statistics in table IV are numbers from both the Business and Economics and Retail management program but this still gives a lot of insights since the application pattern is generally very similar for both programs in the national round. These six most common highschools were the ones that generated 8 or more students each year to SSE.